

Application of Picture and Picture Method in Improving Writing Skills in Picture Stories

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Abstract

This study aims to know how the Picture and Picture method is improving students' writing skills in picture stories. This research method is classroom action research in two cycles with involving as many as 28 elementary school students. The data were obtained by using: (1) test, (2) interview, (3) observation, and (4) documentation. The findings of this study indicate that the Picture and Picture method is able to improve students' picture story writing skills. In Cycle I, the average score of success was 73.88 with 68% success criteria or 19 students who completed. Cycle II increased the success criteria of 86% or 24 students who completed with an average score of 82.81 students and the results of interviews and observations conducted concluded that writing illustrated stories using the Picture and Picture method is fun and interesting for students, because it provides opportunities for students. Students to work together and analyze to be able to solve problems from each example with the help of media in the form of pictures given by the teacher. Teachers can use the Picture and Picture method in learning, because it makes students active and interested so that students' writing skills with picture stories increase.

Kata kunci: picture and picture method, picture story, writing skills.

1 INTRODUCTION

The use of language as a communication tool can be done in 2 (two) ways, namely, communication that is carried out orally or in writing. In order to communicate well, one needs to have writing skills. Writing is a language skill that is used to communicate indirectly or not face to face with other people. Learning to write is an important part that is often faced by teachers because writing activities have various ways, such as writing essays or writing stories. Learning to write found in schools is mostly presented in the form of theory, and not much writing practice. Oktaviana, et al (2019) say learning is "writing conventionally interpreted as children learning to write something in a certain writing system that can be read by people who have mastered that system".

Westhisi (2019) argues, writing can be used as an activity to support students to master letters and phonemics, enrich vocabulary, and be able to improve children's ability to catch writing lessons. Dalman (2014) also stated, writing is a communicative activity in which writing is used as a tool or medium to convey a message (information) to other people in writing. Writing picture stories is a writing skill that already exists, from elementary school. Besides that, Azmmi et al. (2021), writing involves how to think and the ability to express thoughts, ideas, feelings through the form of written language. Writing skills require training, thinking, creativity and mastery of grammar so that you know what to write about, as well as what topic and background to write about.

Illustrated stories according to Nurfadillah and Indihadi (2018), are stories in the form of narrative text or words and pictures that blend together in cohesiveness, so that the illustration describes the entire plot of the narrative or fairy tale presented. Picture stories can also be said to be a story that is packaged in written form as a visualization that plays

an important role in the storyline. According to Mundziroh (2013), in writing stories, students are encouraged to express emotions, ideas, and communicate ideas to others through story writing activities. Writing skill is a very complex skill. Nurhikmah et al. (2021), writing skills require ideas that are logically structured, clearly expressed, and arranged in an attractive way. Writing illustrated stories at the elementary school level in the 2013 SD curriculum is one of the learning materials that must be mastered by students in the Indonesian language subject. Students can appreciate their experience to be able to put it in written form so that it becomes an interesting work. Mastering a lot of vocabulary is the teacher's step in adding to their knowledge and using appropriate punctuation in the text with the right directions. In class with the condition of dominant students who do not like writing activities. Suprianto (2020) revealed that writing skills in elementary schools (SD) aim for students to have skills in carrying out types of activities related to writing.

Nasution et al. (2021) explain writing skills as the activity of making letters (numbers and so on) with a pen (pencil, chalk, etc.), giving birth to thoughts or feelings (such as composing, writing letters) by writing, drawing, painting, making batik (fabric). Writing skill is an activity of expressing thoughts, ideas, feelings, and imagination based on one's life experience through written language and presented to others by using appropriate and systematic vocabulary and punctuation so that the meaning can be understood.

Sukirman (2020) in his opinion found that errors in the use of vocabulary and sentences that did not match spelling, as well as undeveloped ideas, made students difficult in writing activities. Class III elementary school students are in the concrete operational stage, students still need a lot of attention because their concentration focus is still lacking, attention to speed and learning activities are also lacking. Therefore it requires persistence of a teacher in creating a more interesting and effective learning process. The purpose of writing essays for elementary school students, especially class III, is in the opinion of Oktaviana, Yudha, and Ulfa (2019); 1) write an essay from your own mind using the right choice of words and sentences, 2) write an essay based on a series of pictures using increasingly complex sentences, 3) make a series of story narrative text in a few sentences using your own words, write instructions make toys and explain how to play them. On the basis of this opinion, it can be said that writing skills help students think critically, feel and enjoy language relations, deepen their understanding, and find clear ideas more easily.

When making observations and interviews, there are problems that arise in the process of learning to write pictorial stories in class III SDN Bintara III West Bekasi. The problems found are in students and teachers. In learning to write pictorial stories, the teacher only relies on instructions from textbooks so that there is a saturated situation that is boring for students, the learning process makes students less motivated and active. This affects the ability of students who are still lacking in expressing ideas and ideas in written form, as well as the use of punctuation marks in each sentence. Most of the students had minimal vocabulary and understanding of the use of punctuation marks and also started to put ideas into their minds. Thus, in terms of skills, most of the students in the class were not yet skilled at completing making picture stories.

Another problem that arises when evaluated using a written test. It is known that the number of students as many as 21 students (75%) still have low skills in writing picture stories while 7 students (25%) already have good picture story writing skills with an average value of 66.29. From some of the problems that arise, it is because learning focuses on the teacher while students listen to the teacher's directions and follow the teacher's orders in the learning process. As a result, students become passive and not trained in conveying their ideas or thoughts. This is also influenced by the application of the learning methods and media used, so that it seems that the teacher does not understand student development. According to Suyono and Hariyanto (2011), the learning method is all planning and procedures or steps of learning activities including the choice of methods of assessment to be carried out.

To address the problems above, the researcher took the initiative to use a suitable method by utilizing simple learning media by paying attention to whether it can be applied by elementary school students in grade III in the 2013 curriculum, whether this method

can attract students so that students are more innovative, active, creative so that students can express ideas, thinking, and creativity because learning in a fun atmosphere so that students' writing skills improve.

Teachers can apply effective learning methods namely Picture and Picture as a method of learning to write picture stories in class. Method Picture and Picture is a cooperative learning method by relying on pictures as learning media. This plays an important role in the learning process of elementary school students visually. The chosen learning method Picture and Picture as a learning method is considered a solution in overcoming the problems faced by students because this learning method relies on images as a medium for the learning process. On method Picture and Picture emphasizes the activeness of students in each learning process. Hamdayana (2014) mentioned that this method is suitable for use because of the learning method Picture and Picture is a cooperative learning method or prioritizes the existence of groups using media images that are paired or sorted into logical order. Learning method of Picture and Picture is a learning strategy that uses images in learning media (Oktaviana et al., 2019).

From the student's point of view, the pictures that are used as learning media by the teacher in the class function to assist students in connecting each event / event between one picture and another so that students can assemble it into a story or essay. Sukmawati et al. (2019) emphasized that these images are the main factors in the learning process because the images presented will help stimulate students' minds so that they are able to create new ideas or ideas in writing stories. Method Picture and Picture is a way of learning that has been arranged and thought well with learning strategies that use pictures as learning media to learn to think critically through the pictures presented.

Sukartiningsih and Malladewi in Nurawalia and Suryanti (2021), said that to measure the level of students' abilities in learning to write pictorial stories with criteria based on the following aspects: (1) trying to work on or writing, (2) determining the title according to the content written, (3) using EYD spelling, (4) using the right choice of words (diction), (5) harmony in content and topic, (6) writing effective sentences, (7) student creativity (eg writing results are given pictures or illustrations simple), and (8) explain events coherently and clearly. In writing, it is necessary to have the purpose and intent of the writing, with the desired achievement indicators so that optimal learning outcomes in class on writing material can be achieved. The skills of writing pictorial stories with student indicators communicate messages through written language and are applied with media images that have been made with adapted techniques including, 1) conformity of ideas and content with pictures, 2) ability to organize content, 3) use of grammar, use of structures proper language, 4) as well as the use of spelling and writing.

A number of studies have proven how the method Picture and Picture contributed to the improvement of students' picture story writing. Musyafa (2020), has researched the effectiveness of learning models Picture and Picture in improving short story writing skills in students. Likewise, Oktaviana et al. (2019) found that there was an increase in the ability to write poetry using the method Picture and Picture seen from the increasing mastery of students from each cycle in his research. Students who learn using the aid of media images show much better results in the posttest compared to those who in their learning process only use theory through textbooks as their learning source. Saskia, Asri, and Ayuningrum (2021) have proven learning Indonesian subjects by applying the Picture and Picture is interesting for students. Application of the method Picture and Picture can improve the material ability to write poetry students.

The research listed above has proven how the method Picture and Picture impact on students' writing skills. The different characteristics of students were taken into consideration in this study, and the background of students' parents in creating synergistic communication and interaction with teachers at school during the learning process carried out at home was very helpful in improving students' picture story writing skills. Their knowledge and understanding of the pictures presented by the teacher will certainly affect the ability and activeness of students in thinking and producing an interesting piece of writing. On this basis, this research does not only aim to improve students' picture story

writing skills from the expected achievement indicators through the application of the method Picture and Picture, but also to see an increase in their collaboration during the learning session, and also to find out how active students are during the learning process in the opinion of Lubis (2019), cooperative learning methods Picture and Picture has several characteristics, namely; 1) active, 2) innovative, 3) creative, and 4) fun can be applied to improve the quality and skills of students, namely learning by using pictures and pairs or can also be sequenced so that learning is more interesting and does not make students feel bored.

2 RESEARCH METHODS

The research method used in this research is Classroom Action Research (CAR). This study aims to see how the method Picture and Picture can improve students' picture story writing skills in class. This research was conducted in 2 cycles. Each cycle is carried out in four stages: planning, implementing, observing and reflecting.

The subjects involved in this study were 28 class III students at SD Negeri Bintara III Bekasi, West Java, Indonesia. To collect data, researchers used (1) tests, researchers used post-test types (final tests), (2) observations, researchers made direct observations during the learning process assisted by class teachers, (3) interviews, researchers conducted interviews with class teachers and students, and (4) documentation, researchers obtain data directly from the research site. Observations were made in 3 cycles. The pre-observation was started to check the students' initial picture story writing ability. The test is given in the form of a posttest at the end of each cycle. Meanwhile, interviews were conducted at the end of each learning cycle. Students were interviewed in groups to represent students with low, medium and high ability.

The data obtained was then analyzed using the data analysis procedure proposed by Miles and Huberman (Sugiyono, 2014), namely data analysis is an activity that is carried out interactively and continues continuously until complete, so that the data is saturated, the activity in data analysis consists of from data reduction, data description, and data verification. At the data reduction stage, the researcher sorted the completeness of all data collected from observations, tests and interviews. In the next step, the data is classified based on the focus of this study. In data verification, the researcher interprets the findings and compares the results with existing theories and relevant previous research. The data is validated using the triangulation technique according to input from Moleong (2017) which reveals that triangulation is the best way to eliminate differences in the construction of reality that exists in contexts or studies when collecting data on various events and relationships from various views.

3 RESULT AND DISCUSSION

3.1 Pre-Action Description

This research was conducted as an effort to improve the skills of writing pictorial stories through the Picture and Picture method for class III students at SDN Bintara III West Bekasi in the odd semester of the 2021/2022 academic year. With class III research subjects at SDN Bintara III and the number of students is 28 students. Before taking action, the researcher looked at the initial data on students' writing skills and continued by taking an action cycle consisting of two cycles.

The findings from initial observations through interviews with teachers and students in this study indicated the low skills of students writing picture stories. The low writing skills of students are influenced by several factors such as: 1) the teacher in the learning process only focuses on textbooks, has not applied other learning methods or media besides conventional methods, 2) students look bored and bored during class learning, 3) students

look lacking interested in writing material, 4) students lack confidence in answering questions from the teacher, 5) student learning completeness has not been fulfilled.

These results can be proven through test results when the pre-action obtained only 7 students or 25% who achieved the skill indicator of writing stories with pictures, while those who had not reached there were 21 students or 75% with an average score of 66.29 out of 28 students.

Table 1. Description of Picture Story Writing Skills

Completion Indicator	<i>n</i>	Presentase	Average
Complete	7	25%	66,29
Not Completed	21	75%	

In the pre-action, it was found that students who had the skills to write picture stories with the highest score achieved were 2 students (7%), and those who still lacked the skills to write picture stories in class with the lowest score achieved were 6 students (21%).

Table 2. Frequency Distribution of Pre-Action Test Results

No	Score	Frequency	Percentage
1	56	6	21%
2	63	8	29%
3	69	7	25%
4	75	5	18%
5	81	2	7%
Total		28	100%

3.2 Cycle I

The posttest results of writing students' picture stories in cycle I were proven in the form of scores for several indicators like: (1) the suitability of the picture with the story content and theme; (2) there is student creativity so that the storyline is coherent from beginning to end; (3) the writing is neat, without streaks and easy to read; and (4) use standard vocabulary and use proper punctuation, from each student using Picture and Picture method in class III SD Negeri Bintara III with the assessment category can be seen in Table 3.

Table 3. Picture Story Writing Skills Assessment Categories

Value	Score	Category
4	93-100	A (Very Good)
3	84-92	B (Good)
2	75-83	C (Enough)
1	0-74	D (Less)

The mastery of picture story writing skills in cycle I was obtained: 9 students (32%) still had low picture story writing skills while 19 students (68%) already had good picture story writing skills with an average score of 73.88. There were 2 students (7%) who had the skills to write picture stories with the highest score of 88, and those who were lacking in the skills to write picture stories in class with the lowest score of 56 were 2 students (7%). Can be seen in the Table 4.

Table 4. Description of Picture Story Writing Skills

Completion Indicator	<i>n</i>	Presentase	Average
Complete	9	32%	73,88
Not Completed	19	68%	

Table 5. Frequency Distribution of Cycle I Test Results

No	Score	Frequency	Percentage
1	56	2	7%
2	63	4	14%
3	69	3	11%
4	75	9	32%
5	81	8	29%
6	88	2	7%
Total		28	100%

3.3 Cycle II

Students' picture story writing skills continued to improve from pre-action to cycle II. Researchers carry out learning by using the methodPicture and picture using picture media and assisted by a projector can actually improve students' picture story writing skills. The results of tests conducted in cycles I, II, and III, showed a significant increase in value. The average value in pre-cycle 66.29. In cycle I it increased to 73.88. And in cycle III, the value again increased to 82.81. Presented in Table 6.

Table 6. Improving Picture Story Writing Skills

Pre Action	Results after Action	
	Cycle I	Cycle II
66,29	73,88	82,81

Researchers carry out learning by using the methodPicture and picture using picture media and assisted by a projector can actually improve students' picture story writing skills. This increase can be seen from each cycle. This is evidenced by the percentage of completeness of 25% or 7 students who completed writing picture stories, cycle I the percentage of completeness of 68% or 19 students who completed writing picture stories, and cycle II with the percentage of completeness of 86% or 24 the number of students who completed writing picture stories. The number of students who achieve and are not skilled in writing pictorial stories in learning pictorial story writing skills can be seen in Table 7.

Table 7. Improving Picture Story Writing Skills

Achievement	The number of students			Percentage (%)		
	Pre Action	Cycle I	Cycle II	Pre Action	Cycle I	Cycle II
Complete	7	19	24	25	68	86
Not Completed	21	9	4	75	32	14

Table 8. Observation Results of Student and Teacher Activities

Activity Observation	Cycle I (%)	Cycle II (%)
Student	74	96
Teacher	78	96

The results of the increase in value indicate that the methodPicture and Picture proven to be able to assist teachers in improving students' picture story writing skills, so that students have indicators of picture story writing skills such as, 1) suitability of pictures with story content and themes, 2) student creativity so that the storyline is coherent from beginning to end, 3) neat writing , without streaks and easy to read, 4) using standard vocabulary and using proper punctuation.

The results of this study are in line with a number of previous research findings. Musyafa (2020), has researched the effectiveness of learning modelsPicture and Picture in improving short story writing skills in students. Likewise, Oktaviana et al. (2019) found that there was an increase in the ability to write poetry using the methodPicture and Picture

seen from the increasing mastery of students from each cycle in his research. Students who learn using the aid of media images show much better results in the posttest compared to those who in their learning process only use theory through textbooks as their learning source. Saskia, Asri, and Ayuningrum (2021) have proven learning Indonesian subjects by applying the Picture and Picture is interesting for students. Application of the method Picture and Picture can improve the material ability to write poetry students.

4 CONCLUSION

The findings in this study have proven that the application of the method Picture and Picture in the learning process in class has helped in improving the skills of writing pictorial stories in class III SDN Bintara III West Bekasi. These findings make it clear that the method Picture and Picture can be a promising alternative learning media for teachers to encourage students to think actively, innovatively, creatively, and have fun in the learning process; being able to make children focus and concentrate more on material with the help of media images; and students' knowledge and understanding becomes wider, clearer, and not easily forgotten. What's more, the learning strategy on the method Picture and Picture it's easy to apply, by using pictures as learning media the teacher can find them both through learning resources in the form of textbooks, magazines, Google and utilizing YouTube media through learning videos. Further research is needed to prove how effective the application of the method is Picture and Picture very influential for learning language skills.

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